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ABSTRACT

This paper reports on a field research project designed to provide staff members of one particular Texas middle school the knowledge and ability to affect student attendance. The purpose of the field research was to identify effective strategies, led by site-based management teams, to enhance student attendance. Data were collected from a review of the literature, observations of the leadership practices of the school's principal, a survey of students who had six or more absences, and a survey of teachers. (The observation instrument, called a "shadow chart," and the two survey instruments, along with the results of the surveys, are appended to the report.) The results from the student survey indicate that students missed school for many different reasons, all of which suggest the need for various strategies and approaches to correct the problem of absenteeism. The results from the teacher survey show that teachers have a high interest and enthusiasm in improving the attendance of their students, that school climate plays a vital role in improving student attendance, and that teachers were not aware of the most effective strategies for reducing student absences. (Contains 34 references.) (WFA)

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DATA-DRIVEN RESEARCH AND SITE-BASED MANAGEMENT

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Introduction

There are several contributors to the flaws in our current educational system largely dealing with a lack of systems thinking (Sparks & Hirsch, 1997) along with the school's organizational structure (Rodman, 2000; Sparks & Hirsch, 1997; Sparks, 2002). Organizational constraints do not allow teachers to implement change consistently, so newly found ideas diminish (Geringer, 2003; Sparks & Hirsch, 1997). Equally important, teachers' and administrators' behaviors towards staff development are negative (Sparks & Hirsch, 1997).

Review of Related Literature

Staff development has not been proven to enhance teaching and is rarely tied to curricular goals, leaving school initiatives untouched (Checkley, 2003; Rodman, 2000). As a result, getting teachers and administrators to accept new concepts in professional development has been a difficult task.

The root of the problem consists with structure. Bureaucratic structures were not designed to support communities of learners and take power away from the practicing professionals (Larson, 2000; Strozniak, 2000). Understanding and implementing dramatic change is a long process, especially changing a school's deeply rooted belief system (Checkley, 2003; Sparks, 2002). This task is so overwhelming that today's staff development primarily consists of irrelevant activities (Neese, 2001), leaving teachers unproductive and administrators untouched by contemporary practices (Hilliard, 1997; Sparks, 2002).

This failing trend in staff development is linked to poor communication among teachers, school personnel, and central office. Superintendents demand change, yet they are not making a commitment to change the school's structure (Raack, 2000; Sparks, 2002). The systems theory belief that change cannot happen in one area without affecting all areas of the organization is not respected (Sparks, 2002). This gap in communication is the leading cause of poorly trained teachers and high attrition rates (Morazzano, 2001).

In the 1940s, there was developing concern to connect both systematic knowledge and school practices to enhance the management of schools (Larson, 2000). As generations have passed, staff development continued to be remotely connected to learning (Hilliard, 1997), involved "sit and get" sessions which were unrelated to teachers instructional needs (Sparks, 2002), and continued to be time-wasting workshops which did not meet the needs of the diverse population of students (Haycock & Robinson, 2001).

To ensure proper training for teachers, professionals in the field of staff development reiterated that an organization's infrastructure should closely align with district and school goals (Sousa, 1992; Sparks, 1997; Sparks & Hirsh, 1997), and the staff developer could work to formulate plans to meet the professional development goals (Sousa, 1992). While these ideas have been discussed for years, today, the unchanging organizational structure found in most schools continues to breed failure in advancing professional development practices (Hilliard, 1997; Raack, 2000; Sparks, 1997; Sparks, 2002). It has been found, however, that when a school district spends more than 1% of its total budget and employs at least a part-time staff development coordinator, school

employees' perceptions of staff development improve, leaving teachers and administrators more accepting of new ideas (McInturf, 1999).

The fact is that teachers truly do not know how to teach effectively to meet standards (Murnane, 1994; Sparks, 2002). Through transformational leadership, collegial team-based environments are supported (Sousa, 1992; Sparks, 1997; Strozniak, 2000) and enriched with collaboration, reflection, and sharing of ideas (Crookall, 1989; Kinder, 2000; Sparks, 2002; Strozniak, 2000), which deepen knowledge (Sparks, 2002) and enhance professionalism (Kinder, 2000). Personnel in districts should enhance the acquisition of new knowledge (Sparks, 1997) by providing a structure deeply rooted in the school's culture (Hilliard, 1997; Sousa, 1992). To bring students to higher levels of achievement, teachers should have a "deep understanding of the content they teach" (United States Department of Education, 2000, p. 1).

Teacher expertise can affect student outcomes (Sparks, 2002). Changes in the school's culture and structure (Sparks, 2002), which lead to a change in the approaches to training, are crucial (Strozniak, 2000). These changes should be made with the systems theory in mind and the belief that change in any one part of the organization will effect all parts (Sparks, 2002). The pyramid authority is no longer effective (Sparks & Hirsch, 1997; Strozniak, 2000) and not only is the organization's development important, but also the individual's development (Sparks & Hirsch, 1997). Teacher performance will make the ultimate difference.

Collaboration is key when enhancing teacher performance (Strozniak, 2000). Creative cooperation promotes an effective school and true leaders will break the normal paradigm to find more effective routes (Covey, 1989). Effective organizational leaders

are teachers, leaders, and learners from which one builds trusting communities that foster transformational learning (Covey, 1989; Knutson, 1999).

Skilled leaders empower their teachers (Bernauer, 2002; Schwahn & Spady, 2001; Southwest Educational Development Laboratory, 2000) to make change (Schwahn & Spady, 2001; Southwest Educational Development Laboratory, 2000) and provide structural support where it is needed (Schwahn & Spady, 2001). Instructional leaders are firm in their vision (Raack, 2000; Schwahn & Spady, 2001) and can get others to accept that vision (Martin, 2001). They see that change creates healthy organizations (Schwahn & Spady, 2001) and can lead others to that same reality and, at the same time, warn that it takes time (Pennington & Bockman, 1992).

When dealing with change in professional development practices (Strozniak, 2000), leaders should empower teachers by turning them from disseminators of knowledge to facilitators (Wills, 1998). Principals play an important role in this transformation (Geraghty, 1997; Sparks, 2002) leaving teachers with a feeling of professionalism (Wills, 1998) and a desire (Geraghty, 1997) to seek further professional development training (Wills, 1998). Bernauer (2002) states that most educational reforms fail when teachers are not empowered to make the changes that directly affect their teaching practices. Once this is allowed, teachers' acceptance will no longer be an issue (Kinder, 2000).

Effective staff development is results-driven and job-embedded (Sparks & Hirsh, 1997). Data should be the driving force of change and is essential before change can be planned or initiated (Sparks, 2002; Tobin, Sugai, & Colvin, 2000). Data collection creates a culture of accountability (Conzemius, 2000), as well as determiners such as

testing data, reading scores (Fisher, 2002), and surveys as a means of assessment, leading teachers and school personnel to areas of need (Pfluger & Hendricks, 1998).

Effective staff development cannot take place without creating a new structure (Darling-Hammond & McLaughlin, 1995; Hawley & Vallie, 2000; Sparks, 2002) that also includes changes in curriculum and pedagogy (Darling-Hammond & McLaughlin, 1995). However, sometimes the organizational structure must be accommodated (Hilliard, 1997; Sousa, 1992). In doing this, respect is given to the existing culture (Sousa, 1992), allowing the focus to be on successful strategy implementation including follow-up, site-based management (Sousa, 1992), collaboration and communication, focused feedback, and reflection (Hilliard, 1997). Successful staff development programs are planned around these strategies.

In planning staff development, school leaders and staff developers must first focus on design principles that are curriculum-centered (Haycock & Robinson, 2001) and standards-based (Hawley & Valli, 2000; United States Department of Education, 2000). Next, a focus on making staff development job-embedded and site-based is important (Hawley & Valli, 2000; Sparks & Hirsh, 1997). A constructivist approach to staff development that is focused on the learning of teachers (Sparks & Hirsh, 1997) offers many opportunities for teachers to engage in leadership roles (United States Department of Education, 2000), letting the veterans renew themselves as mentors (Darling-Hammond & McLaughlin, 1995). Collaboration in problem solving, data-driven decisions (Hawley & Valli, 2000), and active learning opportunities (United States Department of Education, 2000) are "in vogue" with today's professional development (Sparks & Hirsh, 1997).

Site-based development teams are communities (Geraghty, 1997; Hawley & Valli, 2000; Larson, 2000) whose purpose, according to legislative mandates, is to maintain an ongoing evaluation of success, remain data-driven and study successful school reform objectives (Rodman, 2000). Site-based management teams should constantly evaluate the organization and its needs at all levels (Hawley & Valli, 2000). The regular collaboration of these teams is needed and can easily be linked to curriculum and assessment (Conzemius, 2000). School personnel should be allowed to determine their own staff development needs (Sousa, 1992); this gives way to ownership and the creation of a more positive learning culture (Geraghty, 1997).

Sparks (1997) refers to this approach to staff development as a continuous culture of learning and improvement. This culture must exist to see improvements in both teacher performance and student achievement (Kinder, 2000). If you build the capacity of the teachers (Sparks & Hirsh, 1997) by allowing a structure that empowers them, gives them ownership, and holds them accountable, then necessary change can take place (Wills, 1998). Planning, discussing, and implementing change towards the goal of student achievement (Kinder, 2000) should take place through quality management groups able to solve problems and devise solutions (Murnane, 1994). These teams are needed to build a positive atmosphere and a culture of longevity in learning and improvement (Strozniak, 2000). Sparks (2002) advises to start with few goals and then focus first and foremost on collective study and collaboration, making strong considerations regarding the methods currently used by teachers and the learning styles of the students. With these necessary changes in the approaches towards staff development,

school administrators and personnel will begin to see the successes that teacher development and empowerment bring to the benefit of all stakeholders.

Statement of the Problem

The long existing, bureaucratic structure found in schools remains to be the focus of needed changes or trends in today's staff development practices. Change in the school's structure and the approaches made towards staff development are crucial in creating a data-driven school (Strozniak, 2000). The once known hierarchal leader has become the instructional leader who empowers and motivates his or her teachers to follow a vision held for the school's future. In addition, the instructional leader is the facilitator who asks site-based teams to determine the professional development needs and strategies to be addressed in enhancing student attendance. This dynamic approach to school improvement equips teachers with the knowledge and skills necessary to successfully implement needed changes in their schools. The leading expert in staff development practices, Dennis Sparks (2002), strongly believes that teacher expertise can affect student outcomes. It is merely a shift in mindset that administrators and teachers must overcome.

Statement of Purpose

The purpose of this paper was to create a field research project from which emerging data-driven research strategies and effective processes of staff development will provide Strickland Middle School staff members with the knowledge and ability to effect student attendance. To meet the school's achievement goals, site-based

management teams will use data collection to determine the necessary strategies and approaches needed. The campus improvement plan will reflect needed changes in the implementation of future staff development promoting student success.

Procedures

Historically, staff development has been plagued with sessions to the urgent needs of the school and its problems unrelated (Sparks, 2002). The school principal was the hierarchal leader making all decisions driving student outcomes.

Today, staff development has shifted, turning principals into instructional leaders who empower their teachers with the strategies and knowledge to implement change effectively (Bernauer, 2002; Schwahn & Spady, 2001; Southwest Educational Development Laboratory, 2000). This transformation of leadership has equipped schools with powerful teams of teachers who are now on the cutting edge of change.

Strickland Middle School's campus leadership team designated student attendance as a problem that needed improvement. The purpose of this field research was to identify effective strategies, led by site-based management teams, to enhance student attendance. For the collection of data, a chart for surveying effective instructional leadership practices observed through shadowing was designed (See Appendix A). The shadowing chart reflected the key instructional leadership moments and the decisions made by this leader to drive the change process. The student survey was administered to 6^{th}, 7^{th}, and 8^{th} grade students who had 6 or more excused and unexcused absences (See Appendix B). The principal of our school assisted the author in the identification of the

target group of students to survey. The student surveys included statements related to the reasons related to their attendance problems.

In addition, a teacher survey including statements related to the teacher's role in improving student attendance was administered at the monthly, mandatory staff meeting (See Appendix D). This forum of teachers resulted in a higher return of surveys.

All findings will determine future data collection from other stakeholders and act as a starting point for implementation. Once strategies are identified, the campus improvement plan will hopefully reflect all the phases of implementation for future staff development promoting success in student attendance.

Results

There were two visits made to Campus Leadership Team meetings in which the principal was shadowed to identify effective instructional leadership strategies. There were 37 student surveys collected from a target group of students having 6 or more excused or unexcused absences in any one class (See Appendix C). This group represents 3.88% of the entire student body at Strickland Middle School in the second six-week grading period of the year. There were 40 teacher surveys collected from a mandatory staff meeting to identify the teacher's role in improving student attendance.

The shadowing chart was broken down into two meetings (See Appendix A). The first meeting was a 1½ hour meeting involving 11 teachers representing all core and elective departments of the building. The principal exhibited visionary leadership 1 time during that meeting. Examining Instructional leadership approaches, the principal

revealed this quality 2 times. Keeping the forum focused on the objectives at hand, the principal redirected the teachers 2 times. Using collected data as a means of creating a comprehensive plan for overall student success was not exhibited. Open to change was practiced 5 times by the principal. Having an authentic leadership style deeply rooted in the school's organizational beliefs was shown 1 time. Using cultural leadership styles was practiced 1 time. Quality leadership style building continuous improvement was shown 1 time. Creating and using feedback to improve the outcome of the objectives was revealed 6 times.

The second of the two Campus Leadership Team meetings was 50 minutes with 11 teachers in attendance representing all core and elective departments in the building including the principal. As a visionary leader, the principal scored 1 time. Instructional leadership styles were exhibited 0 times. Keeping the forum focused on the objective was shown 3 times. Using collected data as a means of creating a comprehensive plan for overall student success was exhibited 1 time. Open to change was revealed 2 times. Working as an authentic leader, the principal acted in this manner 1 time. The principal showed 0 times as a cultural leader. A quality leader building continuous improvement showed 0 times. Creating and using feedback to improve outcomes, the principal showed 1 time.

Reviewing the student interview responses 29.73% strongly agreed that they were very knowledgeable about Strickland's attendance policy, while 56.73% agreed, 5.41% had no opinion, 2.70% disagreed, and 5.41% strongly disagreed. When asked if they were sick no more than 1 time per six-week period, 13.51% strongly agreed, 13.51% agreed, 24.32% had no opinion, 40.54% disagreed, and 8.10% strongly disagreed. The

numbers of students that missed school due to illness showed 24.32% strongly agreed, 29.73% agreed, 18.91% had no opinion, 21.62% disagreed, and 5.41% strongly disagreed. Students missing school due to doctor's appointments revealed that 16.22% strongly agreed while 29.73% agreed, 5.41% had no opinion, 37.84% disagreed, and 10.81% strongly disagreed. Few students showed to have a serious medical condition that required them to miss school in that 13.51% strongly agreed, 10.81% agreed, 18.92% had no opinion, 18.92% disagreed, and 37.84% strongly disagreed. When asked if the school could help improve student attendance, the distribution showed 10.81% strongly agreed, 21.62% agreed, 32.43% had no opinion, 5.41% disagreed, and 29.73% strongly disagreed. In missing a lot of school, 13.51% strongly agreed, 21.62% agreed, 32.43% had no opinion, 18.92% disagreed, and 13.51% strongly disagreed. The distribution showed that 13.51% strongly agreed, 27.03% agreed, 32.43% had no opinion, 21.62% disagreed, and 5.41% strongly disagreed that they could do better in improving their attendance. Staying home is a last resort; school is priority yielded 37.84% strongly agreed, 29.73% agreed, 10.81% had no opinion, 16.22% disagreed, and 5.41% strongly disagreed. Transportation sometimes being an issue in getting to school showed that 8.10% strongly agreed, 10.81% agreed, 10.81% had no opinion, 32.43% disagreed, and 37.84% strongly disagreed. Having control and improvement over their own attendance problem yielded 13.51% strongly agreed, 27.03% agreed, 35.14% had no opinion, 10.81% disagreed, and 13.51% strongly disagreed. Students making up for lost instruction with tutoring showed that 5.41% strongly agreed, 18.92% agreed, 21.62% had no opinion, 16.22% disagreed, and 37.84% strongly disagreed. Few students choose to miss school with 5.41% agreed, 5.41% had no opinion, 27.03% disagreed, and 62.16%

strongly disagreed. Few students showed to have home life or personal problems keeping them from school in that 8.11% strongly agreed, 8.11% agreed, 27.03% had no opinion, 16.22% disagreed, and 40.54% strongly disagreed.

In reviewing the teacher survey, the majority of the teachers believe that there is an attendance problem and that they do carry an important role in improving student attendance. For teachers who believe they do play a major role in student attendance, the results showed 12.50% strongly agreed, 30.00% agreed, 5.00% had no opinion, 37.50% disagreed, and 15.00% strongly disagreed. Teachers aware of a student attendance problem was revealed when 10.00% agreed, 5.00% had no opinion, 42.50% disagreed, and 42.50% strongly disagreed. If it is the administration's job to take care of student attendance, 5.00% strongly agreed, 27.50% agreed, 15.00% had no opinion, 45.00% disagreed, and 7.50% strongly disagreed. In liking to do more to improve school attendance, 25.00% strongly agreed, 60.00% agreed, and 15.00% had no opinion. Knowing very little about effective ways in improving student attendance, 2.50% strongly agreed, 47.50% agreed, 7.50% had no opinion, 40.00% disagreed, and 2.50% strongly disagreed. Students are absent due to personal problems rather than sickness showed 10.00% strongly agreed, 30.00% agreed, 32.50% had no opinion, and 27.50% disagreed. Teachers interested in working with other teachers/community members/administrators to improve student attendance revealed 12.50% strongly agreed, 50.00% agreed, 20.00% had no opinion, 15.00% disagreed, and 2.50% strongly disagreed. If school climate plays a vital role in improving student attendance, 40.00% of the teachers strongly agreed, 50.00% agreed, 5.00% disagreed, and 5.00% strongly disagreed. For teachers and teams to take the responsibility of charting their students'

attendance problems 2.50% strongly agreed, 40.00% agreed, 22.5% had no opinion, 27.50% disagreed, and 7.50% strongly disagreed. For finding time in the day to work with others to discuss attendance problems, 5.00% strongly agreed, 22.50% agreed, 5.00% had no opinion, 52.50% disagreed, and 15.00% strongly disagreed.

Conclusions

Upon completion of the final results, the attendance problem at Strickland Middle School was found to be unique in its needs. The results from the student surveys indicated that students missed school for many different reasons, all of which implied the need for various strategies and approaches to correct. To accommodate, the results from the teachers' surveys showed the teachers to have high interest and enthusiasm in improving the attendance of their students (See Appendix E). The principal's transformational leadership approach towards this problem was evident throughout the Campus Leadership Team meetings and will hopefully provide a renewed culture of teacher empowerment throughout his school.

Upon tallying the shadowing chart, it became obvious that the principal was truly a facilitator of action. He exemplified all areas of an effective leader at the appropriate times throughout the course of the meetings. His strongest qualities were keeping the forum of teachers focused on the issues at hand, opening to the ideas of change, and creating and using feedback from the teachers to improve proposed outcomes. His decisions were founded in those of the teachers, a strong leadership quality proving to be successful and in the best interest of the students.

The review of data revealed that students were aware of their excessive absences, but showed a various range of reasons for these absences. Illness, doctor appointments, transportation, and personal problems all contributed to the reasons why these students were missing school. While the data showed illness and doctor's appointments as the most prominent reasons for missing school, the data did not show any one reason greater than another. It was apparent that Strickland Middle School should educate students and their parents on an individual basis. Individualized plans for students addressing their most pressing reason for absence would be the most logical approach to this problem. When asked if the school or themselves could improve their attendance, the majority marked "no opinion". This indicated a lack of knowledge on the students' part as to how the school could help them. Additionally, 32.43% had no opinion when asked if they missed a lot of school. Kids truly did not know the importance of being in school and had not been given strong reasons to believe it was true.

School climate, according to 90.00% of Strickland teachers, played a vital role in improving student attendance. The climate was essential in helping students find meaning in their schoolwork. With overwhelming numbers, Strickland teachers not only found it important to work with others to develop a plan to improve student attendance, but most importantly, saw it as their job--a part of their busy day. The results indicated that teachers were not aware of the most effective strategies in reducing student absences. Nonetheless, 62.00% of teachers want to do something to improve these attendance numbers. Developing a range of action plans designed to accommodate various attendance needs could be a first step in the development of a new attendance plan for the school.

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APPENDICES

(Appendix A)

Effective Educational Leadership Practices

Visionary Leader…maintains a culture of innovation, cooperation, success, and sustained organizational health.

_____Meeting One Number of times_____
_____Meeting Two Number of times_____

Instructional leader…empowers those around him making all responsible and accountable for change.

_____Meeting One Number of times_____
_____Meeting Two Number of times_____

Keeps the forum focused on the objective at hand.

_____Meeting One Number of times_____
_____Meeting Two Number of times_____

Uses collected data as a means of creating a comprehensive plan for overall student success.

_____Meeting One Number of times_____
_____Meeting Two Number of times_____

Open to change

_____Meeting One Number of times_____
_____Meeting Two Number of times_____

Authentic leader…deep reflection rooted in school's organizational beliefs. Purpose-driven improvement focused on the deeply rooted belief system of the school's culture.

_____Meeting One Number of times_____
_____Meeting Two Number of times_____

Cultural leader…reach out and engage all employees and constituents that highlight the organization's purpose and vision.

_____Meeting One Number of times_____
_____Meeting Two Number of times_____

Quality leader…Builds continuous improvement. Empowers everyone, improves standards and results.

_____Meeting One Number of times_____
_____Meeting Two Number of times_____

Creates and uses feedback to improve outcome of objectives.

_____Meeting One Number of times_____
_____Meeting Two Number of times_____

(Appendix B)

STUDENT SURVEY

The following survey is for a field research project that I am doing at TWU. The data from these surveys will be used by the Campus Leadership Team in designing a strategy to help improve Strickland Middle School's student attendance. Thank you for your feedback.

Please check the box that BEST corresponds with your opinion or attitude regarding the statement.

Strongly Agree = SA
Agree = A
No Opinion = NO
Disagree = D
Strongly Disagree = SD

SA	A	NO	D	SD	
☐	☐	☐	☐	☐	1. I am very knowledgeable about Strickland's attendance policy.
☐	☐	☐	☐	☐	2. I am sick no more than 1 time per/six-week period. (6X/year)
☐	☐	☐	☐	☐	3. I only miss school due to illness.
☐	☐	☐	☐	☐	4. I only miss school because of doctor's appointments.
☐	☐	☐	☐	☐	5. I have a serious medical condition that requires me to miss school frequently.
☐	☐	☐	☐	☐	6. There are things the school can do to better my attendance.
☐	☐	☐	☐	☐	7. I do not miss a lot of school.
☐	☐	☐	☐	☐	8. There are things I can do to better my attendance in school.
☐	☐	☐	☐	☐	9. Staying home is the last resort, always. School is priority.
☐	☐	☐	☐	☐	10. Transportation is sometimes an issue in getting me to school.
☐	☐	☐	☐	☐	11. I have control over my attendance and could improve it.
☐	☐	☐	☐	☐	12. I always attend tutoring before/after school to make-up for lost instruction.
☐	☐	☐	☐	☐	13. I choose to miss school at every available opportunity.
☐	☐	☐	☐	☐	14. My home life or personal problems prevent me from meeting attendance requirements.

(Appendix C)

STUDENT SURVEY

The following survey is for a field research project that I am doing at TWU. The data from these surveys will be used by the Campus Leadership Team in designing a strategy to help improve Strickland Middle School's student attendance. Thank you for your feedback.

Please check the box that BEST corresponds with your opinion or attitude regarding the statement.

Strongly Agree = SA
Agree = A
No Opinion = NO
Disagree = D
Strongly Disagree = SD

	SA	A	NO	D	SD
1. I am very knowledgeable about Strickland's attendance policy.	29.73%	56.76%	5.41%	2.70%	5.41%
2. I am sick no more than 1 time per/six-week period. (6X/year).	13.51%	13.51%	24.32%	40.54%	8.10%
3. I only miss school due to illness.	24.32%	29.73%	18.91%	21.62%	5.41%
4. I only miss school because of doctor's appointments.	16.22%	29.73%	5.41%	37.84%	10.81%
5. I have a serious medical condition that requires me to miss school frequently.	13.51%	10.81%	18.92%	18.92%	37.84%
6. There are things the school can do to better my attendance.	10.81%	21.62%	32.43%	5.41%	29.73%
7. I do not miss a lot of school.	13.51%	21.62%	32.43%	18.92%	13.51%
8. There are things I can do to better my attendance in school.	13.51%	27.03%	32.43%	21.62%	5.41%
9. Staying home is the last resort, always. School is priority.	37.84%	29.73%	10.81%	16.22%	5.41%
10. Transportation is sometimes an issue in getting me to school.	8.10%	10.81%	10.81%	32.43%	37.84%
11. I have control over my attendance and could improve it.	13.51%	27.03%	35.14%	10.81%	13.51%
12. I always attend tutoring before/after school to make-up for lost instruction.	5.41%	18.92%	21.62%	16.22%	37.84%
13. I choose to miss school at every available opportunity.	0.00%	5.41%	5.41%	27.03%	62.16%
14. My home life or personal problems prevent me from meeting attendance requirements.	8.11%	8.11%	27.03%	16.22%	40.54%

(Appendix D)

TEACHER SURVEY: STUDENT ABSENTEEISM

The following survey is for a field research project that I am doing at TWU. The data from these surveys will be used by the Campus Leadership Team in designing a strategy to help improve Strickland Middle School's student attendance. Thank you for your feedback.

Please answer the following questions.

1. Do you teach a core subject or an elective? What do you teach?

   _____

2. How many years have you been a teacher?

   _____

Put an X in the square that BEST supports your answer.
Strongly Agree = SA
Agree = A
No Opinion = NO
Disagree = D
Strongly Disagree = SD

SA	A	NO	D	SD	
☐	☐	☐	☐	☐	1. I do not play a major role in student attendance problems.
☐	☐	☐	☐	☐	2. I am not aware of a student attendance problem.
☐	☐	☐	☐	☐	3. It is the administration's job to take care of attendance problems.
☐	☐	☐	☐	☐	4. I would like to do more to improve our school's attendance problems.
☐	☐	☐	☐	☐	5. I know very little about effective ways in improving student attendance.
☐	☐	☐	☐	☐	6. Many of my students are absent more due to personal problems rather than sickness.
☐	☐	☐	☐	☐	7. I would be interested in working with other teachers/ community members/administration to improve student attendance.
☐	☐	☐	☐	☐	8. School climate plays a vital role in improving student attendance.
☐	☐	☐	☐	☐	9. It is the teacher's/team's responsibility in charting their students' attendance patterns and formulating a plan to improve student attendance.
☐	☐	☐	☐	☐	10. There is no time in my day to work with others to discuss attendance problems.

(Appendix E)

TEACHER SURVEY: STUDENT ABSENTEEISM

The following survey is for a field research project that I am doing at TWU. The data from these surveys will be used by the Campus Leadership Team in designing a strategy to help improve Strickland Middle School's student attendance. Thank you for your feedback.

Please answer the following questions.

1. Do you teach a core subject or an elective? What do you teach?
   _____
2. How many years have you been a teacher?
   _____

Please check the box that BEST corresponds with your opinion or attitude regarding the statement.

Strongly Agree = SA
Agree = A
No Opinion = NO
Disagree = D
Strongly Disagree = SD

1. **I do not play a major role in student attendance problems.**
   12.50% 30.00% 5.00% 37.50% 15.00%
2. **I am not aware of a student attendance problem.**
   0.00% 10.00% 5.00% 42.50% 42.50%
3. **It is the administration's job to take care of attendance problems.**
   5.00% 27.50% 15.00% 45.00% 7.50%
4. **I would like to do more to improve our school's attendance problems.**
   25.00% 60.00% 15.00% 0.00% 0.00%
5. **I know very little about effective ways in improving student attendance.**
   2.50% 47.50% 7.50% 40.00% 2.50%
6. **Many of my students are absent more due to personal problems rather than sickness.**
   10.00% 30.00% 32.50% 27.50% 0.00%
7. **I would be interested in working with other teachers/community members/administrators to improve student attendance.**
   12.50% 50.00% 20.00% 15.00% 2.50%
8. **School climate plays a vital role in improving student attendance.**
   40.00% 50.00% 0.00% 5.00% 5.00%
9. **It is the teacher's/team's responsibility in charting their students' attendance problems.**
   2.50% 40.00% 22.50% 27.50% 7.50%
10. **There is no time in my day to work with other s to discuss attendance problems.**
    5.00% 22.50% 5.00% 52.50% 15.00%

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